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Gateway to Dayton Teaching American History:  
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2005

## **Dayton Public Schools 8th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 3: The U. S. Constitution**

Dayton Public Schools

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***The Constitution: Principles & Structures  
of American Democracy:  
Checks and Balances (1-10 days)***

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<b>Government:</b>  <b>B.Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</b>  <b>4. Explain the political concepts expressed in the U.S. Constitution:</b>  <b>e. Checks and balances.</b>	<b>Core Activity</b>  In this activity, students will illustrate how one branch checks the power of the other two branches.  Find the entire lesson on the Web site: <a href="http://www.coreknowledge.org/CKproto2/resrcs/lessons/01_8_Constitution.pdf">http://www.coreknowledge.org/CKproto2/resrcs/lessons/01_8_Constitution.pdf</a>  <b>Interdisciplinary Connections</b>  Language Arts  Drama	Separation of powers, system of checks and balances

**Differentiated Learning**

*Enrichment Activity:*

- Assign students to research and report on certain instances where one branch of government checks another: Example; the President appoints cabinet members, congress checks by confirming the appointee.

*Additional Instruction:*

- Create charts listing the three Branches on each level; National, State and Local. In the chart include what each branch does and how one can “check” the other.

**Community Connections**

- A guest from a Speakers Bureau in Dayton, or the court system.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.



## How a Bill Becomes a Law Creative Dramatics (1 day)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Government:</b></p> <p><b>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</b></p> <p><b>8. Describe the process by which a bill becomes a law.</b></p>	<p><b>Core Activity</b></p> <p>Students walk, literally, through the process of becoming a law.</p> <p>Find the entire lesson on the Web site: <a href="http://www.lessonplanspage.com/SSLAH-owBillBecomesLaw-Dramatics78.htm">http://www.lessonplanspage.com/SSLAH-owBillBecomesLaw-Dramatics78.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>bill, law, joint committee, veto</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Pick a real-life bill for students to research, and then act out the bill with the committee really discussing it and coming to a decision. You could also introduce the concept of lobbyists.

#### *Additional Instruction:*

- Students can work in pairs to draw a chart explaining the law-making process.
- Students can use words and illustrations to walk through the bill becoming a Law process.

### Additional Resources

#### *Video:*

- *How a Bill Becomes a Law* – Educational Video Network.
- *I'm Just a Bill* – Schoolhouse Rock.

### Informal Assessment

Teachers can create their own assessment based on the lesson content.



***The Federalist Debates: Balancing Power  
Between State and Federal Governments (1-5 days)***

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</b></p> <p><b>6. Explain the challenges in writing and ratifying the U.S. Constitution including;</b></p> <p><b>b. The Federalist/Anti-Federalist debate;</b></p> <p><b>Government:</b></p> <p><b>A. Explain why people institute governments, how they influence governments, and how governments interact with each other:</b></p> <p><b>2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:</b></p> <p><b>a. Payment of debt;</b></p> <p><b>b. Establishment of a national bank;</b></p> <p><b>c. Strict or loose interpretation of the Constitution;</b></p> <p><b>d. Support for England or France.</b></p>	<p><b>Core Activity</b></p> <p>Students compare the Articles of Confederation to the Constitution, analyzing why weaknesses in the former led to the creation of the latter. Then they examine the resulting system of government formed by the Constitution, investigating the relationship between federal and state governments as they exist today. Finally, students reflect on history and argue whether they believe Hamilton or Jefferson had the more enduring vision for America.</p> <p>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=425">http://edsitement.neh.gov/view_lesson_plan.asp?id=425</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>federal system, state sovereignty</p>

**Differentiated Learning**

*Enrichment Activity:*

- Have students read Articles from the Web site "To Form a More Perfect Union."  
<http://memory.loc.gov/ammem/bdsds/bdexhome.html>
- Ask students to choose the amendment that they believe to be most important and write a paragraph explaining why.  
[http://www.archives.gov/national\\_archives\\_experience/charters/bill\\_of\\_rights\\_transcript.html](http://www.archives.gov/national_archives_experience/charters/bill_of_rights_transcript.html)
- Is the union perfect now? Have students read and discuss the following stories from America's Story- <http://www.americasstory.com/cgi-bin/page.cgi> (each of which took place while the United States was forming as a nation. As a class, discuss the questions, "Who is protected by the Constitution, and how has this changed since it was written?"



- Trail of Tears – [http://www.americasstory.com/cgi-bin/page.cgi/jb/naton/tears\\_1](http://www.americasstory.com/cgi-bin/page.cgi/jb/naton/tears_1)
  - Make your Voice Heard! – [http://www.americasstory.com/cgi-bin/page.cgi/jb/nation/mott\\_1](http://www.americasstory.com/cgi-bin/page.cgi/jb/nation/mott_1)
  - Freedom of Speech! Freedom of Religion!  
[http://www.americasstory.com/cgi-bin/page.cgi/jb/nation/bofight\\_1](http://www.americasstory.com/cgi-bin/page.cgi/jb/nation/bofight_1)
- Divide students into two groups-Federalists and Anti Federalists – and ask them to debate each other about whether or not federal government should reign supreme over state government. Make sure they understand the issues of the times, particularly the strong reaction against British control over the colonies and the differing economies of the northern and southern states.
  - Test students on selected vocabulary from the glossary of Ben's Guide to Government for Kids – <http://bensguide.gpo.gov/6-8/glossary.html> or another appropriate source.
  - Ask students to fill out a diagram of the Branches of the U.S. government with selected blank spaces.

*Additional Instruction:*

- Have all the students complete the Worksheet "Why the Constitution".

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.



# INTRODUCTORY LESSON

## *A Dream and an Idea: Searching for a Roadmap to Create a Country (1 day)*

Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p><b>History:</b></p> <p><b>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</b></p> <p><b>6. Explain the challenges in writing and ratifying the U.S. Constitution including:</b></p> <p><b>a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise)</b></p>	<p><b>Core Activity</b></p> <p>Students look at American's struggle to define themselves as they fight for freedom from British rule and the founding fathers present differing visions of governance.</p> <p>Find the entire lesson on the Web site:  <a href="http://thinktv.org/education/ntti/ntti/lesson03/king1.pdf">http://thinktv.org/education/ntti/ntti/lesson03/king1.pdf</a></p> <p>Resources:  <i>FREEDOM: A History of US #2 "From Colonies to Country"</i> video DPS Media Services Department</p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>docudrama</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Have students research the different reasons that immigrants came to America (freedom of religion, freedom to live without fear).
- Interpret cartoons as primary documents. Study biographies of American leaders.
- Write a follow-up "broadcast" focusing on another period of history presented in the *FREEDOM: a History of US* series.
- Examine art of the various periods covered in *FREEDOM: A History of U.S.*
- Examine medical practices of the Revolutionary period (bleeding, leeches, etc.).

#### *Additional Instruction:*

- Use a chapter of *The American Nation* and read the "First 13 Colonies."

### Additional Resources

#### *Video:*

*FREEDOM: A History of US#2 "From Colonies to Country"*

*Web Sites:*

- Before and Beyond the Constitution: The President Under the Articles of Confederation - [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=459](http://edsitement.neh.gov/view_lesson_plan.asp?id=459)
- Freedom: A History of US  
<http://www.pbs.org/historyofus>

**Community Connections**

- Student work can include e-mail interviews with experts related to research conducted. Speakers whose professions are related to topics covered in *FREEDOM: A History of US* (e.g. attorneys, authors) could be invited.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.



Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p><b>History:</b></p> <p><b>F. Explain the political and economic challenges faced by the United States after the revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</b></p> <p><b>5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:</b></p> <ul style="list-style-type: none"> <li>a. Maintaining national security;</li> <li>b. Creating a stable economic system;</li> <li>c. Dealing with war debt;</li> <li>d. Collecting revenue;</li> <li>e. Defining the authority of the central government.</li> </ul> <p><b>Government:</b></p> <p><b>B. Explain how the declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</b></p> <p><b>3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:</b></p> <ul style="list-style-type: none"> <li>a. Shays' Rebellion;</li> <li>b. Economic instability</li> </ul> <p><b>Economics:</b></p> <p><b>C. Identify connections between Government policies and the economy.</b></p> <p><b>4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.</b></p>	<p><b>Core Activity</b></p> <p>The students will discover problems with the Articles of Confederation and write their opinion of the Articles of Confederation. The students will discuss two major events under the Articles of Confederation: Shays' Rebellion and the Northwest Ordinance, and create a visual, factual display about both.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.successlink.org/gti/gti_lesson.asp?id=2374">http://www.successlink.org/gti/gti_lesson.asp?id=2374</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Articles of Confederation, economic depression</p>

## **Differentiated Learning**

### *Enrichment Activity:*

- If students quickly grasp the lesson's concept, divide students into pairs and give each pair a copy of the Articles of Confederation (or excerpts from) and a copy of the Constitution. Have the pair put the Articles into their own words. Once they have done this, students should identify the weaknesses in the Articles of Confederation, or rather, what parts of the Articles made it difficult for the national government to function. Finally, students should try to examine how the Constitution attempted to address these weaknesses. Have students display their findings in a chart, listing the weaknesses of the Articles of Confederation on one side, and how the Constitution attempted to fix those weaknesses on the other side.
- Find a copy of the Articles of Confederation on the following Web site:  
<http://www.yale.edu/lawweb/avalon/artconf.htm>
- Find a copy of the Constitution on the following Web site:  
<http://www.house.gov/Constitution/Constitution.html>
- Have students pretend they are Daniel Shays' and have been arrested for causing a rebellion and write a paragraph on why he rebelled.

### *Additional Instruction:*

- If students have difficulty grasping the lesson's concepts, divide students into small groups. Give each group a different excerpt from one of the Articles of Confederation that contains a weak point in the Articles. As a group, with one member acting as the scribe, students must: 1.) put the excerpt into their own words; 2.) explain why their excerpt might have contributed to the malfunction of the national government; and 3.) appoint a spokesperson to share their work with the rest of the class.

You can find a copy of the Articles of Confederation on the following Web site:

<http://www.yale.edu/lawweb/avalon/artconf.htm>

- Read Shays' Rebellion from the Internet site. Explain why Shays' Rebellion was a crucial event leading up to the Constitutional convention.

## **Additional Resources**

### *Web Sites:*

- Liberty! The American Revolution –  
<http://www.pbs.org/liberty>

### *Supplemental Text:*

- William Manning, 52-54. "A Laborer," explains Shays' Rebellion in Massachusetts: "In as Plain A Manner As I Am Capable .Billerica, Mass., Manning Assoc., 1922 - Also available online at:  
<http://historymatters.gmu.edu/d/5836>
- Massachusetts Gazette, Vol.7, No. 403, "All Men are Born Free and Equal:" Massachusetts Yeomen oppose the "Aristocratikal" Constitution, January 1788. **Source:** The Massachusetts Gazette, Vol.7, No. 403, Boston, January 25, 1788.  
<http://www.historymatters.gmu.edu/d/6213>

## **Informal Assessment**

Clearly marked assessment provided with rubric.



***Out with the Old, in with the New:  
The Articles of Confederation and the  
United States Constitution (2 days)***

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</b></p> <p><b>4. Explain the results of important developments of the American Revolution including;</b></p> <p>    a. Creation of state constitutions;</p> <p><b>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.</b></p> <p><b>5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:</b></p> <p>    a. Maintaining national security;     b. Creating a stable economic system;     c. Dealing with war debts;     d. Collecting revenue;     e. Defining the authority of the central government.</p> <p><b>Economics:</b></p> <p><b>C. Identify connections between government policies and the economy:</b></p> <p><b>4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.</b></p> <p><b>Government:</b></p> <p><b>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</b></p> <p><b>3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:</b></p> <p>    b. Government under the Articles of Confederation</p>	<p><b>Core Activity</b></p> <p>Students will review the weaknesses of the Articles of Confederation, and learn about the major debates during the writing of the Constitution.</p> <p>Find the entire lesson on the Web site: <a href="http://thinktv.org/education/ntti/ntti/lesson03/king3.pdf">http://thinktv.org/education/ntti/ntti/lesson03/king3.pdf</a></p> <p>Resources: <i>FREEDOM: A History of US #2 "Revolution"</i> video, PBS. DPS Media Services Department</p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Articles of Confederation, civics</p>



## **Differentiated Learning**

### *Enrichment Activity:*

- Pair students with a copy of the Articles of Confederation. They will analyze and list what they see as weaknesses of the Articles.
- Ask students to write a governing document for your class that meets the needs of the governing body (the teacher) and the citizens (the students). Emphasize the fact that the founders of the Constitution did not just whip something up to govern the country. They created one document, the Articles of Confederation, and then threw that out when they realized it was not strong enough. They started over and created the Constitution. This investigation reemphasized writing as a process of revision
- What is being done today to protect the original documents of the Declaration of Independence, the Constitution, etc? What happens to the paper and ink over time? How can the aging process be slowed to maintain these documents for future generations to see?

### *Additional Instruction:*

- Discuss the Articles of Confederation and the U.S. Constitution with the students. Point out facts about each document and have students expand on the issues discussed. Assign a Venn diagram using Constitution and Articles of Confederation and list what they have in common and what is different between the two documents.

## **Additional Resources**

### *Video:*

- *FREEDOM: A History of US #2*

### *Web Sites:*

- Freedom: A History of US  
<http://www.pbs.org/historyofus>

## **Community Connections**

- Present a speaker on important turning points in U.S. and Ohio history. Have a lawyer or judge speak to the class on the U.S. Constitution and how it still works today.
- Increase student awareness of the importance of voting. Do on-campus voter registration.
- Create student groups to increase awareness about various topics of interest to students. How can they help influence change in their own community?

## **Informal Assessment**

Teachers can create their own assessment based on the lesson content.



## ***Economic Provisions of the Articles of Confederation (5-6 days)***

<b>Standard: Benchmark: Indicator</b>	<b>Suggested Strategies/Lessons</b>	<b>Vocabulary</b>
<b>Economics:</b>  <b>C. identify connections between government policies and the economy:</b>  <b>4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.</b>	<b>Core Activity</b>  Students will debate the pros and cons of four economic provisions of the Articles of Confederation. They will investigate the economic problems that arose from the weak government under the Articles and the demise of the Articles due to these problems. Students will then investigate how this led to the writing of the U.S. Constitution and how these economic problems were addressed through that new document.  Find the entire lesson on the Web site: <a href="http://ims.ode.state.oh.us/ODE/IMS/Backpack/LessonPlans/SS_E8C4_PDF.pdf">http://ims.ode.state.oh.us/ODE/IMS/Backpack/LessonPlans/SS_E8C4_PDF.pdf</a>  <b>Interdisciplinary Connections</b>  Language Arts	Articles of Confederation, federal, tariffs, treaties, mint, trade, regulation, commerce, constitution, convention, debt, foreclosure, bankruptcy, depression, interstate

### **Differentiated Learning**

#### *Enrichment Activity:*

- The Web site makes suggestions for enrichment activities.

#### *Additional Instruction:*

- The Web site shares ideas for additional instruction.

### **Additional Resources**

#### *Web site:*

- The first Constitution – The Articles of Confederation.  
[http://www.archives.gov/national\\_archives\\_experience/charters/bill\\_of\\_freedom\\_4.html#](http://www.archives.gov/national_archives_experience/charters/bill_of_freedom_4.html#)

### **Informal Assessment**

Clearly marked assessment in the lesson.





## Fix it Because it is Broken (6 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</b></p> <p><b>5. Explain the major domestic problems faced by the new republic under the Articles of Confederation including:</b></p> <ul style="list-style-type: none"><li>a. Maintaining national security;</li><li>b. Creating a stable economic system;</li><li>c. Dealing with war debts;</li><li>d. Collecting revenue;</li><li>e. Defining the authority of the central government.</li></ul>	<p><b>Core Activity</b></p> <p>The purpose of this lesson is to assist students in discovering the weaknesses of the Articles of Confederation and the foundation for creation of the United States Constitution. Students will investigate the events leading up to the writing of the Articles of Confederation and the Constitution. To show evidence of their learning, students will work in cooperative groups to create political television commercials publicizing the weaknesses of the Articles of Confederation.</p> <p>Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiessboe/pdf_set_B/Fix_it_Because_it_is_Broken.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiessboe/pdf_set_B/Fix_it_Because_it_is_Broken.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Articles of Confederation, constitution, delegates, government, independent, preamble, ratified, representatives, revenue, tax</p>

### Differentiated Learning

#### *Enrichment Activity:*

- The Web site makes suggestions for enrichment activities.

#### *Additional Instruction:*

- The Web site shares ideas for additional instruction.

### Informal Assessment

Clearly marked assessment in the lesson.



## Lost Hero: Who Was Really Our First President? (2-5 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</b></p> <p><b>5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:</b></p> <p><b>e. Defining the authority of the central government.</b></p>	<p><b>Core Activity</b></p> <p>Students look at the role of President as defined in the Articles of Confederation and consider the precedent-setting accomplishments of John Hanson, the first full-term "President" of the United States in Congress Assembled.</p> <p>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=454">http://edsitement.neh.gov/view_lesson_plan.asp?id=454</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Articles of Confederation</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Compare John Hanson to any other U.S. President that students know. List similarities/differences between the two. Compare/contrast the Executive Section of the Articles and the Constitution and their duties.

#### *Additional Instruction:*

- Have students write a cause and effect sentence for each statement: A) Each state wrote its own constitution; B) The Articles created a weak central government; C) Virginia gave up its western lands; D) The United States owed millions to individuals and foreign nations; E) The Northwest Ordinance set up a plan for adding states to the union. (Use the classroom text to help)

### Informal Assessment

Teachers can create their own assessment based on the lesson content.



## The Constitutional Convention: What the Founding Fathers Said (3-8 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</b></p> <p><b>6. Explain the challenges in writing and ratifying the U.S. Constitution including:</b></p> <p style="padding-left: 40px;"><b>a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);</b></p> <p><b>Government:</b></p> <p><b>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.</b></p> <p><b>4. Explain the political concepts expressed in the U.S. Constitution:</b></p> <p style="padding-left: 40px;"><b>a. Representative democracy;</b> <b>b. Federalism;</b> <b>c. Bicameralism;</b></p>	<p><b>Core Activity</b></p> <p>In this lesson, students will learn how the Founding Fathers debated, and then resolved, their differences in the Constitution. Learn through their words and the words of others how the Founding Fathers created "a model of cooperative statesmanship and the art of compromise."</p> <p>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=402">http://edsitement.neh.gov/view_lesson_plan.asp?id=402</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Statesmanship, compromise, founding fathers</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Have students listen and write their point of view as one of the Founding Fathers.
- If the class has adequate access to technology and students want to further explore the debates, familiarize students with the Debates in the Federal Convention of 1787 (Madison Debates) – available on the Web site <http://www.yale.edu/lawweb/avalon/debates/debcont.htm>, and/or The Debates in the Several State Conventions on the Adoption of the Federal Constitution (Elliot's Debates) – available on the Web site <http://memory.loc.gov/ammem/amlaw/lwed.html>.
- Have students scan the transcripts on their own or in small groups, looking for individual statements that, for the most part, became part of the Constitution. This is a way of demonstrating how many minds contributed to the Constitution as it now stands. Students can use the "Chart for Statements in Documents" on page 30 of the Handouts PDF file.



[http://edsitement.neh.gov/lesson\\_images/lesson402/Handouts.pdf](http://edsitement.neh.gov/lesson_images/lesson402/Handouts.pdf) for collecting statements that became part of the Constitution. The full text of the Constitution may be accessed from the Web site [http://www.archives.gov/national\\_archives\\_experience/charters/constitution\\_transcript.html](http://www.archives.gov/national_archives_experience/charters/constitution_transcript.html)

- Students can also search for statements made by delegates that now seem unusual, irrelevant, or even rather odd, relative to the proposals adopted in the end. This is a way of demonstrating the far-ranging nature of the discussion and the ability of those present to speak their minds. Let students share their findings with the class, pointing out how a particular statement differs from an item in the final Constitution or why it now seems rather unusual, irrelevant, or odd. For examples of statements we would now deem odd, use "Example of Rather Odd Statements from the Constitutional Debates" on page 29 of the handout found on the Web site [http://edsitement.neh.gov/lesson\\_images/lesson402/Handouts.pdf](http://edsitement.neh.gov/lesson_images/lesson402/Handouts.pdf), students can use "Chart for Odd Statements" on page 31 of the handout. The full text of the Constitution can be found on the Web site [http://www.archives.gov/national\\_archives\\_experience/charters/charters/constitution\\_transcript.html](http://www.archives.gov/national_archives_experience/charters/charters/constitution_transcript.html)
- Students might be interested in making comparisons between the various records of the debates of the Constitutional Convention (Madison's, Hamilton's, King's, and so on). For example, students can compare records for June 1 and/or June 4, using these resources available on the Avalon Project at the Yale Law School Web site <http://www.yale.edu/lawweb/avalon/avalon.htm>:
  - <http://www.yale.edu/lawweb/avalon/debates/601.htm>
  - <http://www.yale.edu/lawweb/avalon/const/const05.htm>
  - <http://www.yale.edu/lawweb/avalon/debates/604.htm>
  - <http://www.yale.edu/lawweb/avalon/const/king.htm>
- Cross-references from Madison's notes to King's and Hamilton's are also offered in the Avalon Project's Debates in the Federal Convention of 1787 - <http://www.yale.edu/lawweb/avalon/debates/debcont.htm>.
- Students could create a flow chart indicating issues cited in the debates that were eventually addressed in the Constitution. Similarly, students with technical skills could create an annotated copy of the Constitution with links to relevant sections of the debate. The full text of the can be found on the Web site [http://www.archives.gov/national\\_archives\\_experience/charters/charters/constitution\\_transcript.html](http://www.archives.gov/national_archives_experience/charters/charters/constitution_transcript.html).
- Students wishing to research other lesser-known Founding Fathers can start with the Founding Fathers' Page on the Web site [http://www.archives.gov/national\\_archives\\_experience/charters/constitution\\_founding\\_fathers.html](http://www.archives.gov/national_archives_experience/charters/constitution_founding_fathers.html), and/or Find Law's Founding Fathers' Page on the Web site <http://supreme.lp.findlaw.com/documents/fathers/>.
- Congress Link - <http://www.congresslink.org/> - offers a series of lesson plans related to the Constitution, such as The Great Compromise – A House Divided - <http://www.congresslink.org/lessonplans/HCGreatCompromise.htm> and A Mock Constitutional Convention - <http://www.congresslink.org/lessonplans/MEDmock.html>
- Who were the framers of the Constitution? What was their profession? Age? Socio-economic class? Students can create a composite portrait of the members of the Constitutional Convention using Founding Fathers: A Brief Overview - [http://www.archives.gov/exhibit\\_hall/charters\\_of\\_freedom/constitution/founding\\_fathers\\_overview.html](http://www.archives.gov/exhibit_hall/charters_of_freedom/constitution/founding_fathers_overview.html). Students wishing to dig deeper can start with the biographies offered on the Digital Classroom's Founding Fathers' Page - [http://www.archives.gov/national\\_archives\\_experience/charters/constitution\\_founding\\_fathers.html](http://www.archives.gov/national_archives_experience/charters/constitution_founding_fathers.html).

- Students with other inquiries about the Founding Fathers can consult Questions and Answers Pertaining to the Constitution - [http://www.archives.gov/national\\_archives\\_experience/charters/constitution\\_q\\_and\\_a.html](http://www.archives.gov/national_archives_experience/charters/constitution_q_and_a.html).

*Additional Instruction:*

- For more in depth study on the actual Convention, ask students to analyze how members might have felt under hot conditions, long days, and differences of opinion. Windows and doors closed for three months. 10-3pm six days a week. Who, what, where – who was there and who wasn't there and how did that effect the outcome of the Constitution? For example, revolutionaries such as Jefferson, Patrick Henry and the Adams's weren't at the Constitutional Convention.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.





## Compromise is Key (4 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</b></p> <p><b>6. Explain the challenges in writing and ratifying the U.S. Constitution including:</b></p> <ol style="list-style-type: none"> <li>Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);</li> <li>The Federalist/Anti-Federalist debate;</li> <li>The debate over a Bill of Rights.</li> </ol> <p><b>Social Studies Skills and Methods:</b></p> <p><b>C. Present a position and support it with evidence and citation of sources:</b></p> <p><b>2. Construct a historical narrative using primary and secondary sources.</b></p>	<p><b>Core Activity</b></p> <p>The first framework of the U.S. government, the Articles of Confederation, led to problems because the central government was not given enough power. Can a group of resourceful politicians find a way to please everyone and still plan an efficient government? This lesson delves into the conflicts and compromises that arose during the Constitutional Convention. Students will pretend to be a visitor to the convention and write a journal describing the compromises which save the day.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/E/H8F6_Compromise_is_the_Key.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/E/H8F6_Compromise_is_the_Key.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>constitution, ratify, ratification, convention, compromise, representation, Federalist, Anti-Federalist, bill of rights, amend, amendment</p>

### Differentiated Learning

#### *Enrichment Activity:*

- The Web site makes suggestions for enrichment activities.

#### *Additional Instruction:*

- The Web site shares ideas for additional instruction.

### Additional Resources

#### *Web sites:*

- Voting Record of the Constitutional Convention  
[http://www.archives.gov/exhibit\\_hall/american\\_originals\\_iv/images/voting\\_record/constitutional\\_convention.html](http://www.archives.gov/exhibit_hall/american_originals_iv/images/voting_record/constitutional_convention.html)

### Informal Assessment

Teachers can create their own assessment based on the lesson content.



## Political Concepts in the U.S. Constitution (5 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Government:</b></p> <p><b>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</b></p> <p><b>4. Explain the political concepts expressed in the U.S. Constitution:</b></p> <p><b>a. Representative democracy;</b>  <b>b. Federalism;</b>  <b>c. Bicameralism;</b>  <b>d. Separation of powers;</b>  <b>e. Checks and balances.</b></p>	<p><b>Core Activity</b></p> <p>The Americans have won their new country, but who's the boss? This lesson helps students to understand why the founding fathers wrote a constitution that divides power between a central government and states, and also provides for a system of checks and balances. In small groups, students will research how the concepts of representative democracy, federalism, bicameralism, separation of powers, and checks and balances work within the framework of our government as outlined in the Constitution. As a final assessment, each student will produce a one-page newspaper explaining the five political concepts studied and how they apply to the United States.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiessboe/pdf_set/E/V8B4_Political_Concepts_in_the_U.S._Constitution.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiessboe/pdf_set/E/V8B4_Political_Concepts_in_the_U.S._Constitution.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Constitution, representative, democracy, federalism, bicameralism, Congress, House of Representative, Senate, legislative, executive, judicial, president, vice president, cabinet, agencies, justices, Supreme Court, separation of powers, checks and balances, state, local, veto, appoint, approve, unconstitutional, judicial review</p>

### Differentiated Learning

#### *Enrichment Activity:*

- The Web site makes suggestions for enrichment activities.

#### *Additional Instruction:*

- The Web site shares ideas for additional instruction.

### Informal Assessment

Clearly marked assessment in the lesson.



## Federalism and the Constitution (2 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Government:</b></p> <p><b>A. Explain why people institute governments, how they influence governments, and how governments interact with each other:</b></p> <p><b>1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.</b></p> <p><b>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</b></p> <p><b>4. Explain the political concepts expressed in the U.S. Constitution:</b></p> <ul style="list-style-type: none"><li>a. Representative democracy;</li><li>b. Federalism;</li><li>c. Bicameralism;</li><li>d. Separation of powers;</li><li>e. Checks and balances.</li></ul>	<p><b>Core Activity</b></p> <p>Students will demonstrate and understand the concept of Federalism; identify the level of government at the national, local, and state level; know that each level of government is responsible for a particular function; and realize that every citizen in Ohio and in the United States is subject to the laws at all three levels.</p> <p>Find the entire lesson on the Web site:</p> <p><a href="http://www.dps.k12.oh.us/academic/secso/c/americanhistory/images/federalism.pdf">http://www.dps.k12.oh.us/academic/secso/c/americanhistory/images/federalism.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>delegated powers, reserved powers, local powers, forbidden powers</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Advanced students may be required to make their presentation more media rich; by using PowerPoint, for example.

#### *Additional Instruction:*

- Students should function in pairs for the field trip and suggested activities.

### Additional Resources

#### *Web site:*

- NARA – The Constitution of the United States.  
[http://www.archives.gov/national\\_archives\\_experience/charters/constitution.html](http://www.archives.gov/national_archives_experience/charters/constitution.html)

### Informal Assessment

Clearly marked assessment in the lesson.





## We're Off and Running (3 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Government:</b></p> <p><b>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</b></p> <p><b>5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.</b></p>	<p><b>Core Activity</b></p> <p>The Constitution is designed to provide a framework for government in the United States. But how does this document establish order, manage conflict, and protect the rights of citizens? How are these difficult issues addressed in this document? During this lesson, students will delve into the seven articles of the Constitution to see where these issues are addressed. The students will have a chance to see if these issues were addressed fully within the seven articles or if other documents were needed to address them.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiessboe/pdf_set/E/V8B5_Were_Off_and_Running.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiessboe/pdf_set/E/V8B5_Were_Off_and_Running.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>union, rights, territory, conflict, order and security, justice, domestic, tranquility, defense, welfare, liberty, posterity</p>
<p><b><u>Differentiated Learning</u></b></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none"> <li>The Web site makes suggestions for enrichment activities.</li> </ul> <p><i>Additional Instruction:</i></p> <ul style="list-style-type: none"> <li>Web site shares ideas for additional instruction.</li> </ul> <p><b><u>Additional Resources</u></b></p> <p><i>Web site:</i></p> <ul style="list-style-type: none"> <li>NARA – The Constitution of the United States  <a href="http://www.archives.gov/national_archives_experience/charters/constitution.html">http://www.archives.gov/national_archives_experience/charters/constitution.html</a></li> </ul> <p><b><u>Informal Assessment</u></b></p> <p>Clearly marked assessment in the lesson.</p>		

## ***On the Issue of the Importation of Slavery (1808) (1 day)***

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</b></p> <p><b>6. Explain the challenges in writing and ratifying the U.S. Constitution including:</b></p> <p><b>a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);</b></p>	<p><b>Core Activity</b></p> <p>Few issues at the Constitutional Convention were more divisive than the question of slavery. At times, the very success of the convention hinged upon how the delegates dealt with this controversial topic. In this lesson, students will complete a close reading of the arguments offered during the Convention debates regarding the importation of slavery before 1808 (Article I, Section 9, Clause 1). After analyzing and discussing the moral, economic, and political arguments made during the debate, students take on the roles of the delegates in a dramatic reading</p> <p>Find the entire lesson on the Web site:  <a href="http://www.billofrightsinstitute.org/article.php?sid=413">http://www.billofrightsinstitute.org/article.php?sid=413</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>planter, abolition</p>

### **Differentiated Learning**

#### *Enrichment Activity:*

- Student should read an Article from a "founder of the month." Select Charles Pinckney. Have students summarize the historical significance of Mr. Pinckney's point of view.
- Mr. Madison: At the conclusion of the debate over this clause, James Madison made the following comment: "Twenty years will produce all the mischief that can be apprehended from the liberty to import slaves. So long a term will be more dishonorable to the National character than to say nothing about it in the Constitution." Students could write a brief paper in which they use historical evidence to prove that Madison's prediction was right (or wrong).
- The Debate Continues: Thirty years after the Constitutional Convention, Charles Pinckney, then a member of the House of Representatives, participated in the debates regarding the admission of Maine and Missouri to the Union. Both states were admitted: Maine as a Free State and Missouri as a slave state, along with the added proviso that slavery would be prohibited north of the 36° 30' parallel. This arrangement is known as the Missouri Compromise. Pinckney's comments included the following:



- *In considering this article, I will detail, as far as at this distant period is possible, what was the intention of the Convention that formed the Constitution in this article. The intention was, to give Congress a power, after the year 1808, to prevent the importation of slaves either by land or water from other countries. The word import, includes both, and applies wholly to slaves. Without this limitation, Congress might have stopped it sooner under their general power to regulate commerce; and it was an agreed point, a solemnly understood compact, that, on the Southern States consenting to shut their ports against the importation of Africans, no power was to be delegated to Congress, nor were they ever to be authorized to touch the question of slavery; that the property of the Southern States in slaves was to be as sacredly preserved, and protected to them, as that of land, or any other kind of property in the Eastern States were to be to their citizens. (14 February, 1820) I perfectly knew that there did not then exist such a thing in the Union as a black or colored citizen, nor could I then have conceived it possible such a thing could have ever existed in it; nor, notwithstanding all that has been said on the subject, do I now believe one does exist in it. (13 February, 1821)*
- Students could compare Pinckney's views with those expressed by him (and others) thirty years earlier at the Constitutional Convention.

*Additional Instruction:*

- Continue with Mr. Pinckney's active participation in slavery, because he was very influential on matters concerning The Constitution and slavery.
- What effect do you think this had on other delegates during the writing of the Constitution?

**Additional Resources**

*Video:*

- 1776, DVD, directed by Peter H. Hunt, Columbia Tristar Hom, 1972

*Web Sites:*

- The Debates in the Federal Convention of 1787 reported by James Madison: August 22." The Avalon Project at Yale Law School. 1996. The Avalon Project. <http://www.yale.edu/lawweb/avalon/debates/821.htm>
- "Document 23: Charles Pinckney, House of Representatives." Founders Constitution. The University of Chicago, 1987. [http://press-pubs.uchicago.edu/founders/documents/a1\\_9\\_1s23.html](http://press-pubs.uchicago.edu/founders/documents/a1_9_1s23.html)
- "Farrand's Records: The Records of the Federal Convention of 1787." A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates 1774-1875. The Library of Congress. May 2003 <http://memory.loc.gov/ammem/amlaw/lwfr.html>
- "Missouri Compromise (1820)." Our Documents. National Archives and Records Administration. <http://www.ourdocuments.gov/content.php?page=document&doc=22>

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.



Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</b></p> <p><b>6. Explain the challenges in writing and ratifying the U.S. Constitution including:</b></p> <p><b>a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);</b></p> <p><b>Government:</b></p> <p><b>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</b></p> <p><b>8. Describe the process by which a bill becomes a law.</b></p>	<p><b>Core Activity</b></p> <p>On September 17, 1787, the delegates to the Constitutional Convention met for the last time to sign the document they had created. Find out about the delegates, explore how the members of the Constitutional Convention might have felt as they gathered in Philadelphia's Independence Hall and began the arduous and memorable task of writing the United States Constitution. Uncover the issues involved in the creation and ratification of the United States Constitution and the new government it established.</p> <p>Find the entire activity on the Web site: <a href="http://www.archives.gov/digital_classroom/lessons/constitution_day/constitution_day.html">http://www.archives.gov/digital_classroom/lessons/constitution_day/constitution_day.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>ratification, implementation</p>

**Differentiated Learning***Enrichment Activity:*

- Assign students to play the Constitution game.

*Additional Instruction:*

- Locate and find information about delegates who signed the Constitution. Research Jonathan Dayton – the youngest delegate at the convention and Dayton's namesake.